

Independent Evaluation of using self-regulated strategy development (SRSD) and memorable experiences to improve writing quality

Process Evaluation

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Ethics Committees

Durham University School of Education Ethics Committee

York Health Sciences Research Governance Committee (by Chair's Action)

Approvals

Outline ethical approval given by Durham University School of Education Ethics Committee 16/09/2014

Protocol Version 3 28/01/15 Approval given by Durham University School of Education Ethics Committee: 09/02/2015

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Protocol Version 3 28/01/15 Approval given by EEF: V3 28/01/2015

Process evaluation

Aim

The process evaluation will have two main aims:

1. We will seek to evaluate the fidelity of implementation of the intervention as described by the Calderdale Excellence Partnership, and
2. We will investigate issues of implementation and organisation.

Design

The design will be descriptive and cross-sectional. It will use methods that will enable data to be collected that can describe the extent to which the intervention is implemented with fidelity and also stakeholders' perceptions of implementation and organisation at one moment in time. This 'moment' is the 18 months in which the intervention developed by CEP is delivered using the 'train the trainers' model.

Methods

In order to investigate the fidelity of implementation of the intervention, the evaluation team will make a number of observations at each stage of delivery, namely the training the trainer session (first level of training where the trainers will be trained by the CEP developers, Calderdale Excellence Partnership); and a number of 'train the teachers' sessions. CEP will also attend the 'train the teachers' sessions. A common observation schedule will be used for the 'train the teachers' observation by both the evaluation team and CEP. The focus will be on how well the trainers can replicate the training and how well the teachers can implement the intervention following training, in order to investigate how

well the training is cascading down to the participating schools and whether the 'training the trainers' model can work.

Following the EEF's guidance to process evaluation in an effectiveness trial, we will also explore fidelity of implementation through a detailed questionnaire which will be administered to all 80 schools at the end of the intervention period.

Stakeholder perceptions of implementation and organisational issues will be explored through in-depth process work. The evaluation team will carry out at least twenty formal observation site visits. A random selection of schools stratified by key factors will be made for these visits. Each of the site visits will include interviews with the teaching staff, focus groups of up to four pupils to understand the perceptions and experiences of key stakeholders and also an observation schedule will be developed to look at how the programme is being implemented.

CEP are planning to visit:

All intervention schools in the Autumn Term 2015 with the area trainer.

All/some intervention schools in the Spring/Summer term 2016 with the area trainer.

All control schools in the 2016/2017 academic year with the area trainer.

The evaluation team and CEP aim to have a joined up approach in terms of communication with schools and will try to ensure whenever possible that visits from both parties are made at the same time.

Observations

CEP and the evaluation team will use an agreed observation schedule during the school visits. This will give more robustness to the process evaluation and will allow us to see in a pragmatic way the full range of delivery. It will also allow a fidelity score to be recorded for every participating intervention school. The schedule can also be used when observing control schools to consider contamination. Both parties agree that there are certain features of the writing project that are non-negotiable which we should expect to see in every lesson (for example, about the genre, use of mnemonics, the planning frame, positive self-talk etc.), whereas evidence for others (such as self-scoring, graphing, peer scoring etc.) may be seen in sources such as wall displays, pupil exercise books etc. A particular issue we need to consider is the need to differentiate between measuring fidelity of delivery, which should be our main aim, and the quality of the teaching.

Interviews

The interviews with the teaching staff and the pupils will aim to:

Assess the necessary conditions for successful delivery;

Assess the actual and potential barriers to successful delivery;

Identify the perceived outcomes of the intervention, including interest and enjoyment by the pupils;

Identify any potential negative effects on the pupils.

The process evaluation will also seek to determine to what extent teaching staff in the control group who will have received training manage to refrain from delivering elements of SRSD to Year 6 children in the 2016/17 academic year (as there is the potential for contamination or spill over effects in the Trial 2 comparison).

Appendices

Training the Trainers Observation Schedule

Submitted and approved

Training the Trainers Observation Information Sheet and Consent Form

Submitted and approved

Training the Teachers Observation Schedule

Submitted and approved

Training the Teachers Observation Information Sheet and Consent Form

Submitted and approved

Classroom Observation Schedule to be used in school visits

Submitted and approved

Classroom Observation Teacher Information Sheet and Consent Form

Submitted and approved

Interview schedule to be used with pupils in school visits

Submitted and approved

Pupil Focus Group Information Sheet and Consent Form

Submitted and approved

Teacher Information Sheet for Focus Group Interviews with Pupils

Submitted and approved

Interview schedule to be used with key stakeholders in schools

Submitted and approved

Stakeholder Interviews Information Sheet and Consent Form

Submitted and approved

Training the Trainers Observation Schedule

Independent Evaluation of using self-regulated strategy development (SRSD) and memorable experiences to improve writing quality

Process Evaluation

Observation Schedule: Training the Trainers

Observation

Developer's name:.....

Date:/...../.....

Observation	Notes
Was there discussion about memorable experiences?	
Did the developer explain the links between memorable experiences and the writing process using IPEELL?	
Was there a discussion about writing genres?	
Did the developer explain and model the use of the mnemonic IPEELL?	
Did the developer explain and model the use of the planning frame?	

Was a form of self-scoring explained?	
Did the developer model/discuss positive self-talk?	

Other Notes

Training the Trainers Observation Information Sheet and Consent Form



Independent Evaluation of using self-regulated strategy development (SRSD) and memorable experiences to improve writing quality

Training the Trainers Observation Information Sheet

The Education Endowment Foundation has asked researchers at the University of York and Durham University to independently evaluate the *Improving Writing Project* being delivered and supported by the Calderdale Excellence Partnership in 2015 and 2016.

As an individual ‘training the trainers’ we would like to observe you delivering a training session to trainers.

We will use the observation to help us better understand the *Improving Writing Project* intervention and evaluate its use in schools. Neither yourself, any members of the Calderdale Excellence Partnership, or trainers being trained will be identified in any reports resulting from the evaluation.

It would be helpful to us if we could observe you delivering the *Improving Writing Project* intervention training but you do not have to agree to be observed. If you decide you do want to take part then change your mind, you are free to withdraw at any time, without giving a reason.

If you decide you would like to take part, please sign and return the consent form (original) to the researcher & keep a copy for your records.

If you would like any more information please contact:

Dimitra Kokotsaki – Process Evaluator

Tel: 0191 33 48410/44219

Email: dimitra.kokotsaki@dur.ac.uk

Hannah Ainsworth – Trial Manager

Tel: 01904 328158

Email: hannah.ainsworth@york.ac.uk

Thank you for considering taking part

**Independent Evaluation of using self-regulated strategy development (SRSD)
 and memorable experiences to improve writing quality**

Training the Trainers Observation Consent Form

**Please initial
each box**

- | | |
|--|--------------------------|
| 1. I confirm that I have read and understood the Training the Trainers Observation Information Sheet. I have had the opportunity to consider the information and ask questions. | <input type="checkbox"/> |
| 2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason. | <input type="checkbox"/> |
| 3. I understand that my details will be provided to researchers working on the evaluation and will be stored securely. I understand that neither I, nor any of the participants in the training session will be identified in any reports resulting from the evaluation. | <input type="checkbox"/> |
| 4. I agree to be observed delivering the training of the <i>Improving Writing Project</i> intervention to trainers. | <input type="checkbox"/> |

Trainer Name (please print).....

Trainer Signature.....

Date.....

Thank you for taking part

Independent Evaluation of using memorable experiences and IPEELL to improve writing quality

Process Evaluation

Observation Schedule: Training the Teachers

Trainers

.....

Venue

Date

Observation	Notes
Was information provided about the background to the project and expectations of schools?	
Did the trainer talk about the importance of first hand memorable experiences?	
Did the trainer explain the links between memorable experiences and the writing process using IPEELL?	
Was there a discussion about writing genres?	
Did the trainer talk about the cold task?	
Was a model text used for analysis of purpose, structure and language features?	

Did the trainer explain and model the use of the mnemonics PAT and IPEELL?	
Did the trainer explain and model the use of the planning frame?	
Did the trainer demonstrate the development of a mark scheme and discuss self-scoring?	
Did the trainer model / discuss positive self-talk and motivational messages?	
Did the trainer explain graphing of scores?	
Did the trainer discuss goal setting?	
Was peer review and scoring of writing discussed?	
Did the trainer explain the next stages in the research project?	

Additional notes

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Training the Teachers Observation Information Sheet

The Education Endowment Foundation has asked researchers at the University of York and Durham University to independently evaluate the *Writing Project* being delivered and supported by the Calderdale Excellence Partnership in 2015 and 2016.

As an individual 'training the teachers' we would like to observe you delivering a training session to teachers.

We will use the observation to help us better understand the *Writing Project* intervention and evaluate its use in schools. Neither yourself nor any teachers being trained will be identified in any reports resulting from the evaluation.

It would be helpful to us if we could observe you delivering the *Writing Project* intervention training but you do not have to agree to be observed. If you decide you do want to take part then change your mind, you are free to withdraw at any time, without giving a reason.

If you decide you would like to take part, please sign and return the consent form (original) to the researcher & keep a copy for your records.

If you would like any more information please contact:

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Training the Teachers Observation Consent Form

- Please initial
each box**
1. I confirm that I have read and understood the Training the Teachers Observation Information Sheet. I have had the opportunity to consider the information and ask questions.
 2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.
 3. I understand that my details will be provided to researchers working on the evaluation and will be stored securely. I understand that neither I, nor any of the participants in the training session will be identified in any reports resulting from the evaluation.
 4. I agree to be observed delivering the training of the *Writing Project* intervention to teachers.

Trainer Name (please print).....

Trainer Signature.....

Date.....

Thank you for taking part

CEP / EEF Writing Project – Observation Schedule

Name of observer.....

Name of School Class.....

Name of Teacher.....

Scoring System:

- 3 – Well covered / Good explanation / All aspects evident
- 2 – Partly covered / Satisfactory explanation / Most aspects evident
- 1 – Partly covered / Minimal explanation / Some evidence
- 0 – Not covered / No explanation / No evidence

Lesson Observation	Score	Notes
Was there reference to a memorable experience ?		
Was there discussion about the writing genre being covered in the session?		
Did the teacher model writing in the genre?		
Did the teacher explain / revise the mnemonics PAT and IPEELL?		
Did children use the mnemonics PAT and IPEELL?		
Did the teacher model using a planning frame?		
Did the children use a planning frame?		
Did the teacher model positive self-talk?		
Did the teacher encourage children to use positive self-talk?		
Did the teacher model scoring?		

Aspects noted through evidence: <i>Pupil workbooks, displays, pupil comments</i>		
Evidence of the mnemonics PAT and IPEELL?		
Evidence of the use of planning frames?		
Evidence of motivational messages / positive self-talk?		
Evidence of self-scoring?		
Evidence of the graphing of scores?		
Evidence of goal setting?		
Evidence of peer-scoring?		

Overall evaluation:(please circle)

Good implementation

Satisfactory implementation

Unsatisfactory implementation

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Classroom Observation: Teacher Information Sheet

The Education Endowment Foundation has asked researchers at Durham University and the University of York to independently evaluate the *Writing Project* being delivered and supported by the Calderdale Excellence Partnership in partnership with Leeds Council and Lincolnshire CfBT in 2015 and 2016.

We would like to observe you delivering the intervention to your pupils. This observation will help us better understand the *Writing Project* intervention and evaluate its use in schools. Neither you nor your pupils will be named or identified in any reports resulting from the evaluation.

It would be helpful to us if we could observe you delivering the *Writing Project* intervention but you do not have to agree. If you decide you do want to take part then change your mind, you are free to withdraw at any time, without giving a reason.

If you decide you would like to take part, please sign and return a copy of the consent form to the researcher and keep a copy for your records.

If you would like any more information please contact:

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Principal Investigators:

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Professor David Torgerson

Tel: 01904 321340

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Thank you for considering taking part

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Classroom Observation Teacher Consent Form

Please initial each box

1. I confirm that I have read and understood the Classroom Observation Teacher Information Sheet. I have had the opportunity to consider the information and ask questions.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.
3. I understand that my details will be provided to researchers working on the evaluation and will be stored securely. I understand that neither I, nor my pupils will be identified in any reports resulting from the evaluation.
4. I agree to be observed delivering the *Writing Project* intervention to my pupils.

Teacher Name (please print).....

Teacher Signature.....

Date.....

Thank you for taking part

Independent Evaluation of using self-regulated strategy development (SRSD) and memorable experiences to improve writing quality

Focus group interviews with pupils

Interview schedule

Exploring thoughts and feelings about the 'writing project' intervention - pupils' enthusiasm and attitudes

Tell me about your IPEELL writing lessons.. (what do you do in writing? What do you write? etc.)

Do you enjoy lessons about writing? (what do you particularly enjoy?)

What do you find fun/helpful/hard? (in what ways? Why?)

What do you think about your writing? (are you struggling, do you feel you have improved, what has helped you etc.)

Can you tell me about PAT? (how do you use it?)

Can you tell me about IPEELL? (what does it mean and how do you use it?)

Can you tell me about marking your writing and graphing your results? (in what particular ways do you use marking and graphing? Has marking/graphing helped you in any way?)

Would you change anything to make it better/easier/more fun?

Have you taken any trips or visited any interesting places with your school lately? Have any interesting visitors come to your school recently? Did you enjoy those visits/experiences? What did you particularly enjoy?

Has your teacher asked you to write about these visits/experiences? Did you enjoy writing about your experiences? Was it useful? In what ways?

The WRITING Project

Group Discussion Information Sheet for Children

Researchers at Durham University and the University of York are evaluating the *Writing* Project in your school. We would like to ask you to take part in a group discussion with other children who are taking part in the research.



What is the group discussion for?

We would like to hear what you and other children think about the IPEELL Writing Project. We want you to tell us what you think the project is about and how you feel about the project. What you tell us will help us to do our research better.



Why have I been chosen?

You have been chosen because you are a pupil of one of the schools that will be getting Writing activities as part of this project.

What will I have to do?

- You will be asked to take part in a group discussion session, which will last for about thirty minutes.
- A researcher will lead the discussion.
- We will use a tape recorder to record what the group says.
- We will write down what the group says.

What happens to the recordings?

- We will listen to the recordings very carefully to find out more about your thoughts and feelings about the IPEELL Writing Project.
- We will lock the recordings in a safe place in the University, and we will destroy them when the research is finished.

Do I have to take part in the group discussion?

You do not have to take part if you don't want to, it won't change things at school at all, and you do not have to give us a reason. If you decide to take part now you can always change your mind later on. Just let your teacher know that you don't want to take part anymore.

What will happen to the results of the research study?

We will write up what we find out about in the discussion in a report. Your name will not be used anywhere in any reports.

Will anyone else be told what I say?

All the things you say will be kept private and secret. This means that we will not tell your teachers what you say. Only the researchers will know what you say.

Pupil Group Discussion

Are you happy to take part in the group discussion?

YES

NO

[Please circle the one you agree with].

If you put a circle around 'NO' or you don't want to take part, don't sign your name!

Child's signature _____

Contact for further information

Dr Dimitra Kokotsaki: dimitra.kokotsaki@durham.ac.uk T: 01913348410

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Teacher Information Sheet for Focus Group Interviews with Pupils

As part of our evaluation of the *Writing Project*, we would like to conduct a focus group interview with pupils in your school. Pupils will be given written information about the interview and their role in it (see appended document). We will also read this information to them before the start of the interview.

It would be helpful to us if you could identify some children that would be willing to talk to us about the project. Please select 6-8 children who reflect the full range of demographics, ability and levels of enthusiasm and write their names in the list below.

Selected pupils to take part in the focus group interview:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Teacher Name (please print).....

I give content in loco-parentis for the 6-8 children I have identified for the group discussion

Teacher Signature.....

Date.....

Thank you very much for your support

If you would like any more information please contact:

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Independent Evaluation of using self-regulated strategy development (SRSD) and memorable experiences to improve writing quality

Interviews with the teaching staff and other stakeholders

- What has facilitated the successful delivery of the intervention?
- What are some of the actual and potential barriers to its successful delivery?
- How can some of these be overcome?
- Did you attend one of the training days?
- Was the training helpful? In what ways could it be improved?
- In what ways have you made use of the IPEEL manual?
- What do you think are the major outcomes of the intervention on the pupils?
- Do some pupils gain more than others? Why?
- What are they benefitting mostly from? Why?
- What do you feel you are gaining out of the intervention?

Independent Evaluation of using self-regulated strategy development (SRSD) and memorable experiences to improve writing quality

Stakeholder Interviews: Information Sheet

The Education Endowment Foundation has asked researchers at Durham University and the University of York to independently evaluate the *Writing Project* being delivered and supported by the Calderdale Excellence Partnership in partnership with Leeds Council and Lincolnshire CfBT in 2015 and 2016.

As a key stakeholder in the intervention, we would like to ask you a few questions during a brief interview. This will help us better understand the *Writing Project* intervention and evaluate its use in schools. You will not be named or identified in any reports resulting from the evaluation.

It would be helpful to us if we could ask you a few questions but you do not have to agree to be interviewed. If you decide you do want to take part then change your mind, you are free to withdraw at any time, without giving a reason.

If you decide you would like to take part, please sign and return a copy of the consent form to the researcher & keep a copy for your records.

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Thank you for considering taking part

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Stakeholder Interviews: Consent Form

- | | Please initial
each box |
|---|--|
| 1. I confirm that I have read and understood the Stakeholder Interviews Information Sheet. I have had the opportunity to consider the information and ask questions. | <input style="width: 50px; height: 30px; border: 1px solid black;" type="checkbox"/> |
| 2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason. | <input style="width: 50px; height: 30px; border: 1px solid black;" type="checkbox"/> |
| 3. I understand that my details will be provided to researchers working on the evaluation and will be stored securely. I understand that I will not be identified in any reports resulting from the evaluation. | <input style="width: 50px; height: 30px; border: 1px solid black;" type="checkbox"/> |
| 4. I agree to be interviewed as a key stakeholder in the <i>Writing Project</i> intervention. | <input style="width: 50px; height: 30px; border: 1px solid black;" type="checkbox"/> |

Stakeholder Name (please print).....

Stakeholder Signature.....

Date.....

Thank you for taking part